

Requirements of School Improvement Year 2

SCHOOL CHOICE LETTER AND NOTIFICATIONS

All notices must be provided in an understandable and uniform format (including alternative formats upon request) regardless of the method or media used. To the extent practicable, written communication must be in a language parents can understand. If this is not possible, the United States Education Department (USED) guidance indicates that information must be provided in oral translation for parents with limited English proficiency. Please contact the WDE's Title I-A Consultants for sample documents.

School Choice Letter

The School Choice letter must be sent to parents no later than 14 days prior to the beginning of the school year. The notice must include:

- ☐ An explanation of the parents' option to transfer their child to another public school (with transportation provided by the LEA) due to the school's identification of improvement. The LEA must provide parents with information that helps them make an informed decision about whether or not to exercise this option. At a minimum, the LEA must tell parents about the academic achievement level of students at the school or schools to which their child may transfer, provide a list of eligible schools to which a student may transfer, and include information on how to sign up for school choice.
- or
- ☐ If public school choice is not an option, the notice must include an explanation as to why the LEA is unable to offer public school choice.

Notifying Parents about School Improvement

At each of the stages of school improvement, the district must furnish parents with a detailed explanation of the causes and consequences of the school's failure to meet AYP, and how the parents can be involved. This notification must be sent to parents once final AYP determinations have been made and must contain the following elements:

- ☐ An explanation of what identification means, and how the school compares in terms of academic achievement with other elementary or secondary schools in the LEA and the state as a whole;
- ☐ The reasons for the identification;
- ☐ An explanation of what the identified school, LEA, and SEA are doing to address the problem of low achievement; and
- ☐ An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement.

For additional Title I-A guidance on parent notifications, please see Section D of the USED [Public School Choice Non-Regulatory Guidance](#).

Notifying Parents about Supplemental Educational Services

When a school is identified for year two of school improvement or later, the LEA must promptly notify the parents of:

- ☐ The availability of supplemental educational services for eligible (low-income/low-achieving) children and how parents can obtain SES for their child. The LEA must provide the names of approved providers of services available within the LEA or within a reasonable distance of that area, along with a brief description of the services, qualifications, and demonstrated effectiveness of these providers. The LEA must also include an SES selection form for parents to utilize. It is recommended the LEA include the two required enrollment periods available to students within the letter. Parents must be given adequate time to respond to the letter to enroll their child in the services (minimum of two weeks)
- ☐ All parents must be notified by the LEA that their child is eligible for public school choice sufficiently in advance of, but no later than 14 calendar days before, the start of the school year for which public school choice is being offered.

The notice on SES must be clear and concise and clearly distinguishable from other information provided in connection with the notice of school improvement.

For more information on SES notifications, please see section G of the USED [Supplemental Educational Services Non-Regulatory Guidance](#).

Website Information to Post

The district must post on their website:

- ☐ A copy of the notifications sent to parents regarding school choice and the identification of improvement;
- ☐ The number of students eligible (all students in the building) for Choice beginning with data, as applicable, from the 2007-2008 school year;
- ☐ The number of students who participated in Choice beginning with data, as applicable, from the 2007-2008 school year; and
- ☐ List of available transfer schools.

For SES, the district must post to their website:

- ☐ The number of students eligible (all low-income/low-achieving) for SES beginning with data, as applicable, from the 2007-2008 school year;
- ☐ The number of students who participated in SES beginning with data, as applicable, from the 2007-2008 school year; and
- ☐ A list of the current SES providers approved by the State to serve the LEA, the locations where services are provided, which providers are able to serve student with disabilities or LEP students, and other information (such as the LEA's SES timeline and procedures for student enrollment) to help parents make informed decisions about their SES options.

DISTRICT AND SCHOOL IMPROVEMENT PLANS

The school must develop a new two-year School Improvement Plan or revise an existing one that addresses the academic issues that caused it to be identified for school improvement. The School Improvement Plan must be completed no later than three months after the school has been identified and approved by the LEA within 45 days of completion. The plan must include all Title I required components.

If the district is identified for improvement, it must develop a new two-year District Improvement Plan or revise an existing one that addresses the academic issues that caused it to be identified for improvement. The District Improvement Plan must be completed no later than three months after it has been identified and submit this plan to the WDE for approval within 45 days of completion. The plan must include all Title I required components.

SUPPLEMENTAL EDUCATIONAL SERVICES

The LEA must provide notice to the parents of each eligible low-income/low-achieving student regarding the availability of SES at least once a year. The LEA must also provide at least two enrollment windows at separate points in the school year. Once parents select a provider for their child, the district must enter into an agreement with the provider that includes the following:

- ☐ Specific achievement goals for the student, developed in consultation with the student's parents and the provider
- ☐ A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress
- ☐ A timetable for improving the student's achievement
- ☐ A provision for terminating the agreement if the provider fails to meet the student's specific achievement goals and timetables
- ☐ Provisions governing payment for the services, which may include provisions addressing missed sessions
- ☐ A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving SES without the written permission of the student's parents
- ☐ An assurance that SES will be provided consistent with applicable health, safety, and civil rights laws

The district may only prioritize requests when funding for all students interested is not sufficient. Please note, however, the services must be offered to all eligible students and prioritization only occurs necessary. Additionally, it is recommended the district hold provider fairs, including all available SES providers, to allow parents the opportunity to receive more information regarding SES.

The maximum per pupil participant cost for SES is based on SEA information and will be posted for LEAs once figured.

STATE REPORTING

The district is required to report to the WDE their students' Public School Choice activities from their previous school year. Schools in School Improvement Year 2 and later will be required to report:

- ☐ Each individual students' demographic information
 - ☐ Whether they applied for and received a transfer, and the name of transfer school
 - ☐ Whether they applied for and received SES, and the name of SES provider
- ☐ The total cost of Choice to the district
- ☐ The total cost of SES to the district

For more reporting information, please see the WDE's [Guidebook for Completing the WDE682 School Choice & Supplemental Services Offered](#).

20 PERCENT OBLIGATION (TOTAL DISTRICT ALLOCATION)

Unless a lesser amount is needed to meet demand, an LEA must spend an amount equal to 20% of the district's total Title IA allocation on Choice-related transportation, SES, or a combination of the two. At least 5% must be set-aside for transportation and 5% to SES, with the remainder placed where needed. This set-aside can be taken from funds other than Title I but must equate to 20% of total Title IA allocation. If Choice is not an option, then all set-aside would need to be placed in SES. The only time a lesser amount may be set-aside is if all eligible students could be served on a lesser set-aside.

10 PERCENT OBLIGATION (BUILDING ALLOCATIONS)

Schools are required to set-aside 10% of their building allocation (per building in improvement) for staff professional development related to the school identification. These funds must be taken from Title IA funding and the whole set-aside must be spent on professional development.

If this set-aside is carried over to the next year, the carry-over (plus any set-asides for the current year) must be spent on professional development. This professional development must be directed to the causes of the school being identified for improvement.

DISTRICT TECHNICAL ASSISTANCE TO THE SCHOOL(S)

The LEA bears the primary responsibility for ensuring that the school in improvement receives technical assistance. The LEA is not required to provide the technical assistance directly, although it may choose to do so. Both the school improvement plan and the LEA assistance plan should be based on a close analysis of the school's demographic, achievement data, and a comprehensive needs assessment that identifies both strengths and weaknesses.

Components of the technical assistance must include:

- ☐ Data analysis: use of data (State assessment system, relevant examples of student work) to identify and develop solutions to problems in (1) instruction; (2) implementing the requirements for parental involvement and professional development; and (3) implementing the school plan
- ☐ Identification and implementation of strategies: choose effective instructional strategies and methods, ensure that the school staff receives high-quality professional development relevant to their implementation
- ☐ Budget analysis: analyzing and revising its budget to fund activities most likely to increase student achievement, reallocating resources to support improved student achievement

The district must:

- ☐ Ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan's implementation
- ☐ Align its assistance with the improvement plan being developed by the school

EXITING SCHOOL IMPROVEMENT

A school identified for improvement must make AYP for two consecutive school years in order to exit school improvement status after it has been identified. This is the same rule that applies to Title I schools at any stage of the school improvement process.

If the school makes AYP for one year (or the school does not make AYP due to exceptional or uncontrollable circumstances) then the district may temporarily delay the implementation of their second year of school improvement. This school would be considered to be in "Holding Status" for that year.

SCHOOL IMPROVEMENT MONITORING

All identified schools will be required to complete the WDE's school improvement monitoring for the applicable year the school is identified on an annual basis. This documentation will be made available to all schools and districts.